

University of Washington, Bothell

Memorandum

DATE: July 7, 2005

TO: Tom Bellamy, Vice Chancellor for Academic Affairs
Kevin Laverty, GFO Chair

FROM: Lower-Division Planning Task Force
Karen Brown, Business
Susan Franzosa, Education
Tana Hasart, Student Affairs
Cinnamon Hillyard, Academic Services
Charles Jackels, CSS
Andrea Kovalesky, Nursing
Alan Wood, IAS, Chair

RE: Final report

Executive summary

The task force was charged by the GFO and the Vice-Chancellor with recommending a curriculum, structure, and support services—together with a proposed timeline—for implementing a lower-division program at the University of Washington, Bothell, beginning in the fall of 2006. In doing so, the task force was mindful of the need to provide pathways to upper division majors while simultaneously providing the broad, general education students also need to prepare for a productive life and the assumption of civic responsibility. We therefore recommend the creation of a Lower Division Program, to be headed by a Director, which would have its own structural identity separate from, but closely allied with, existing upper division programs.

The curriculum would consist of a combination of a one-year core course (5 credits per quarter) required of all freshmen (together with a single-quarter, 5-credit core course for sophomores) and a collection of distribution courses that would be designed to meet the skill and content requirements of upper-division programs. Both the structure and content of the curriculum would be designed to enhance the overall identity of the campus in those areas that are already emerging as our signature qualities: interdisciplinarity, service-learning, and strong bonds among students, faculty, and staff.

Statement of the opportunity

The five branch campuses of WSU and UW were created in 1990 to provide opportunities for time-bound, place-bound, and work-bound students. Because the state of Washington has 29 community colleges providing lower-division classes, the expectation was that the branch campuses would provide a place for community-college graduates to continue their studies. Although these campuses have succeeded in meeting a significant

proportion of the student demand for upper-division and some graduate-level education, the state of Washington has still remained near the bottom in national rankings of access to four-year educational institutions. This is due in part to an accelerating supply of high-school graduates, which is forecast to increase dramatically by the fall of 2007. State legislators have therefore directed that some of the new campuses created in the 1990s begin offering lower-division classes to accommodate this anticipated increase. A primary target for the upcoming biennium is the group of students who are qualified for admission to the University of Washington, but who wish to stay in the Puget Sound region and yet for whom current capacity constraints could serve as roadblocks.

The charge of the committee

The committee was charged “to develop specific recommendations for how the campus should organize lower division programs from three perspectives:

- The curriculum
- The structure for administering the program
- The support services that will be needed from Student Affairs, Academic Services, the Library, and other units.”

The committee was also charged with the task of “recommending a timeline for accomplishing critical tasks between Summer 2005 and Fall 2006.” At the beginning of the committee’s deliberations, it was unclear exactly what the mandate of the legislature would be during this year’s legislative session, so the planning process required a good deal of flexibility. By the end of April, the legislature passed a budget designating 125 FTE for lower division on the Bothell campus beginning in fall 2006.

Statement of the committee process

The committee was formed in January, and met from February to July. Committee members consulted with Sandra Fowler-Hill, Executive dean for Student Learning at Cascadia Community College, and Jane Roland Martin, Professor Emeritus at the University of Massachusetts. The 2707 Report was used as one of the basic documents for the committee’s deliberations. On May 26 the GFO sponsored an open forum to hear faculty input regarding the current state of the committee’s proposal. Comments and perspectives from that meeting were then incorporated into the final proposal.

From the beginning we were mindful of the guidelines established by the GFO requesting that we “give lower division a structural identity separate from any given program” (see Appendix I). We therefore envisioned an institutional structure, to be tentatively known as the Lower Division Program, with the express mission of providing a meaningful experience for freshmen and sophomores at UWB, which would articulate with upper division programs, coordinate an integrated, lower-division curriculum among the programs, and connect with the overall academic mission of the campus. We identified a number of advantages to establishing such an entity as opposed to the more conventional structure that locates separately controlled lower-division classes within existing departments and programs:

- Balances an innovative general studies program with a mix of distribution classes that would serve as pathways to upper division programs on the campus.

- Allows for greater cooperation and collaboration between the arts and sciences and the professional programs, which in normal circumstances tend to drift apart.
- Provides an institutional vehicle for integrating the educational experience by maximizing opportunities for coherent development of skills and assessment tools.
- Helps in creating and sustaining a campus-wide identity.
- Encourages communication among faculty in all programs, leading to team-teaching and collaborative research projects.
- Acts as an enrollment buffer for programs that are currently facing enrollment shortfalls, enabling them to more productively employ faculty.

Although we believe that this structure would be desirable, for the reasons articulated above, we are aware of the challenges it presents. We acknowledge that there will necessarily be a certain degree of tension between the understandable desire for programs to increase their dominion over lower-division classes that fall within the normal disciplinary boundaries of that program (in order to facilitate a coherent and seamless pathway from lower-division into an upper-division major), and the equally understandable desire to create a coherent experience for lower division students that cuts across disciplinary boundaries. So the term “coherence” may have a different meaning for different people. In addition, when resources are scarce, as they almost always are, there will inevitably be some pushing and tugging to allocate them in different ways. Nevertheless, we believe that we can create a structure that will reach an appropriate balance between these two coherency goals. On the one hand, we don’t want to track students into a prescribed course of studies from the moment they arrive, and on the other hand we don’t want to provide a curriculum so general in nature that students are not prepared for upper-division work in the specific programs we have on this campus.

Statement of the mission and philosophy of the lower-division curriculum

As stated above, the central challenge of the lower division curriculum is to achieve a balance between a disciplinary-based approach to knowledge that would prepare students for upper division majors offered at UWB, and an interdisciplinary, general studies-based approach. The goal would be to combine these two perspectives in such a way as to capture the unique features of the Bothell experience: the close relationships among faculty, staff, and students; our interdisciplinary orientation; and the opportunity to apply knowledge through participation in the community. The committee believes that these goals should be informed by two overarching concepts: relationships (as expressed in the metaphor of a network) and civic engagement.

A network of relationships constitutes the integrating metaphor for the campus as a whole. In *intellectual* terms, the concept of relationships translates into interdisciplinary approaches to learning that treat theory and practice as complementary activities (on the general principle that when students understand the relevance of what they study to their own experience, they learn more effectively). In *institutional* terms, the concept of a network of relationships translates into cultivating connections with the surrounding community, including businesses, biotechnology and computing research facilities, social service agencies, schools, and health centers, to name a few. In *pedagogical* terms, it

translates into a focus on learning communities that help students integrate knowledge, develop friendships that deepen and enrich their total experience, and cultivate a sense of compassion and responsibility toward the world around them. In *organizational* terms, it means treating students as whole persons who typically live in a complex network of family and work relationships that significantly influence their educational experience on our campus. In *ecological* terms, it translates into the principle of sustainability that incorporates long-term as well as short-term perspectives. In *ethical* terms, relationships manifest the principle of reciprocity that lies at the heart of all human concepts of social justice.

The long-term goal of this curriculum is also to enable our students to become liberally educated persons prepared for a lifetime of civic engagement within their respective social, professional, and geographic communities. Civic engagement requires an understanding not just of the disciplinary divisions of knowledge, but also of the interdisciplinary interactions that occur naturally in the practical world of experience to form a complex whole. In addition, a liberal education requires more than training students for an entry-level job. It requires giving them the broader tools of judgment and insight they will need to realize fully their future potential, to understand not only *how* to do something, but *why* it should be done. It also cultivates an awareness of the need to foster sustainability and social justice in our economic structures and processes on both local and global scales. To do that effectively requires knowledge, compassion, and practical experience. This is the realm of entrepreneurship—the application of imagination, knowledge, and experience to create new opportunities for both economic and social development. A liberal education, taken in this broader context, unifies life and thought, individual and community, learning and action, minority and majority, mind and body.

The committee also wishes to emphasize the need to be cognizant of exactly what we can do with the limited resources we have at the present time. Given those constraints, we need to focus our resources efficiently, while at the same time recognizing that as the institution grows in size, it will be able to offer a greater variety of curricular choices. We therefore would like to stress the need for clarity of definition when we explain our programs to the community, so that students are not confused about the ultimate goal of the pathways available to them at any given point in the evolution of the institution.

Guidelines

The overall guidelines we recommend for the next stage of the project are to:

- Curriculum
 - Integrate curriculum with the overall mission and unique identity of the campus. We need to encourage the campus community, once again, to clarify and articulate what the essential center and core of our identity is, since that understanding will significantly affect the choices we make in designing our lower-division curriculum and hiring future faculty.
 - Integrate the lower-division curriculum with a coherent understanding of what an educated person ought to know, with what we know about educat-

ing for leadership in a democratic community, and with a clear vision of academic integrity.

- Develop a common experience that can integrate undergraduate students into the campus community, given that we will have students entering our campus at four levels—freshmen, sophomore, junior, and senior (in the case of Nursing students). For example, can we develop an electronic community for each cohort of students that is integrated with their academic progress as well, such as the development of a portfolio over time?
- Integrate curriculum with existing curriculum and strengths on campus.
- Integrate the curriculum with service learning, civic engagement, undergraduate research, and internship projects when possible, giving students opportunities to join theory and practice, to cultivate leadership skills as they move through their program, and incorporate the community as a resource.
- Structure and policies
 - Schedule courses so they support dual enrollment programs with community colleges.
 - Articulate as clearly as possible why students should come to UWB as early as possible, e.g., to receive a UW, four-year personalized education. A strong lower division program will serve to ease the transition to upper-division programs.
 - Focus on synergies with UW Seattle and UW Tacoma, e.g., share faculty.
 - Start out with daytime classes—since that is where the majority of the demand will be—until we reach enrollment levels sufficient to fill classes in both time slots, and faculty levels sufficient to teach those classes. Schedule classes so as to afford opportunities for students to study and participate in student life.
 - Create incentives that create a predominance of experienced, program-appointed faculty.
 - Align what students *need* with what they *want*.
 - Coordinate with Cascadia Community College to minimize duplication of effort in low- and variable-demand courses.
 - Ensure that the implementation of the program is such as to include incentives for all programs and faculty to participate.
- Recruitment and retention
 - Make the lower-division program understandable to our target audience.
 - Consider a recruitment and mentoring system between UWB students and local high school students.
 - Create adequate recruitment, advising, and support structures to ensure high rates of student retention, success, and academic performance. For example, we could develop a mentoring system among students who are already on the campus.
 - Conduct a regular and comprehensive series of orientation sessions for all incoming students.

Curriculum

The curriculum is divided into two overall categories: a series of signature core courses—required of all students—that provide an integrated and coherent program of study and that reflect the overall values and identity of the campus as a whole, and a collection of individual lower-division courses that provide specific pathways into upper-division classes on this campus. Learning objectives should include the following (in no particular order):

- Critical thinking
- Written and oral communication skills
- Diversity
- Cultural competency and global awareness
- Technology and information literacy
- Leadership and teamwork
- Quantitative reasoning
- Interdisciplinary and transdisciplinary perspectives
- Collaborative study and learning skills
- Social awareness through service-learning, community engagement, and internships
- Research skills through enhanced opportunities for undergraduate research
- Self-discovery

Distribution portrait of lower-division curriculum

Discovery Core Courses: (5 credits)

Required core courses would be offered during each quarter of the freshman year, and the first quarter of the sophomore year. One potential option would be three core courses asking students to think about the question: “*Who am I in relationship to self and others in the world?*” Each of the core courses will fulfill two UW-prescribed distribution requirements. In addition, EVERY core course would include the key objectives: critical thinking, writing, information literacy, technology literacy, diversity, interdisciplinary and transdisciplinary perspectives, study and collaborative learning skills, leadership and teamwork. The actual structure and content of these courses would be decided by the Lower Division Advisory Committee (see below), in close cooperation with the faculty who are going to teach the courses.

<p>DISCOVERY CORE 1: Who am I in relation to the natural world?</p> <p>Distribution: Natural Science, Communication</p> <p>Additional objectives: Quantitative Reasoning</p>	<p>DISCOVERY CORE 2: Who am I in relation to society?</p> <p>Distribution: Social Science, Communication</p> <p>Additional objectives: Global awareness, Cultural competency</p>	<p>DISCOVERY CORE 3: Who am I as an individual?</p> <p>Distribution: Arts and Humanities, Social Science</p> <p>Additional objectives: Oral presentation skills</p>
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Sophomore Core: This course would provide a common experience for new sophomores, as well as sophomores who had taken the freshman core courses. It would also include an emphasis on service learning, internships, and/or undergraduate research.

Freshmen Advisory Discovery Seminar: (1 or 2 credits)

The advising seminars in the first year will be opportunities for students to develop a close relationship with a faculty member, and will also enable the student to begin to develop his or her own portfolio, assessment, and self-assessment tools.

Single Distribution Courses: (5 credits each)

In addition to the core, students would choose elective courses each quarter. (A list of possible courses proposed by faculty who attended the open forum, as well as a list generated by this committee, can be found in Appendix IV.) These courses would allow students to complete their distribution requirements as well as meet prerequisites for specific programs. We anticipate that a total of 4-5 single courses would be offered each quarter, each meeting varied requirements. Also, in the spirit of the lower division program goals and objectives, we recommend that many of the courses have some transdisciplinary elements that extend the connections being made in the core courses. We anticipate that there will be some courses currently offered at the upper-division level that may be able to be offered at the lower-division level.

Lower Division Curriculum: Scheduled course offerings (course designations are UW prescribed)

	First Year	Second Year
Fall	Discovery Core 1 Freshman Experience Course A&H (Arts & Humanities) Course SS (Social Science) Course NS (Natural Science) Course Q (Quantitative) Course	Sophomore Core A&H Course SS Course NS Course Q Course
Winter	Discovery Core 2 Freshman Experience Course A&H Course SS Course NS Course Q Course	12 to 15 five-credit courses offered to fulfill distribution and prepare for upper division program
Spring	Discovery Core 3 Freshman Experience Course A&H Course SS Course NS Course Q Course	12 to 15 five-credit courses offered to fulfill distribution and prepare for upper division program

Lower Division Curriculum: Sample student program

	First Year	Second Year
Fall	Discovery Core 1 Freshman Experience Course (1 or 2 credits) Arts & Humanities Course*	Sophomore Core Social Science Course*
Winter	Discovery Core 2 Freshman Experience Course Quantitative Course*	Arts & Humanities Course* Natural Science Course* Elective or program preparation course*
Spring	Discovery Core 3 Freshman Experience Course Natural Science Course*	3 Elective or program preparation courses*

* Courses are examples of what a student might take and could be rearranged to meet a student’s needs, interests, and availability during a specific quarter.

- **Additional suggestions and guidelines**
 - The essential skills of writing, information literacy, and quantitative reasoning should be introduced early and repeated often in deliberate and explicit ways.
 - Our current model of including Student Affairs and Academic Services staff in both planning and delivering curricula should be maintained. In particular, the key learning objectives identified above require involvement of these groups because they have extensive knowledge in these areas.
 - A week-long orientation should be planned that would include instructors and perhaps take place off-campus.
 - Extensive use of technology including e-portfolios, media, and online tutorials will require coordination with both Information Systems and Educational Technology.
 - An academic space for students to meet in groups explicitly for learning should be provided. A place to build an “intellectual community” is cited in many of the best freshmen programs around the country as being key to their success.
 - Students should have an opportunity to be advised/mentored by faculty in the upper division program they are considering.
 - Some thought should be given to workshops that help students adapt to college life (e.g., study skills, introduction to services, time management, etc.). This may be accomplished as part of orientation, open workshops or mentoring sessions.

Structure for administering the program

- Director of the Lower Division Program
 - Should have a faculty appointment in one of the existing UWB programs

- Should be a member of the Academic Council
- Reports to the Vice-Chancellor for Academic Affairs
- Responsibilities
 - Schedules lower division classes
 - Conducts annual assessment of lower division core courses
 - Staffs lower division core courses in cooperation with program directors
 - Conducts annual assessment of instruction in lower division core courses
 - Coordinates articulation between lower division and upper division
 - Oversees advising of lower division students
 - Develop a mechanism to incorporate lower division faculty performance in merit review.
 - Maintains lower division student records
 - Assesses lower division student progress
 - Coordinates design of lower division program literature
 - Teaches one lower division core course per academic year
 - Chairs Lower Division Advisory Committee
 - Coordinates with Student Affairs, with high school counselors, principals, etc.
 - Coordinates service learning opportunities
 - Maintains close liaison with the Chair of the General Faculty Organization
 - Engages in long-term measurement of program performance by tracking alumni outcomes and impressions
- Support staff
 - Program Assistant
 - Advisor
- Lower Division faculty
 - Have a faculty appointment in one of the existing UWB programs. (Decisions as to who teaches in the Lower Division Program should be made at the program level, in cooperation with the Director of the Lower Division Program.)
 - Undergo merit review by the relevant Program Personnel Committee
 - Be responsible for academic advising of 10-12 Lower Division students
 - Confine service to Lower Division with exception of attendance at home program faculty meetings.
 - Be responsible for an assortment of:
 - Lower Division courses
 - Freshman advisory Discovery seminar (incl. assessment, etc.)
 - Upper-division courses
- Lower Division Advisory Committee
 - The Lower-Division Task Force realized early on that its mandate did not include deciding on exactly which courses or exactly which overall problems learning communities might choose to focus their specific courses around (beyond the obvious task of identifying courses that are often

needed by students as prerequisites for admission into upper-division courses). Actual courses need to reflect faculty interest and enthusiasms or they won't be successful. If the faculty don't *own* the courses, they will not thrive. Overall goals and structures and guidelines and learning objectives may be established by a larger body of faculty, but the actual courses should be initiated and developed by the faculty who teach them, in consultation with the Lower Division Advisory Committee.

- This committee should be named and set to work as soon as possible after the work of the Lower-Division Task Force ends.
- The Lower Division Advisory Committee should seek input and guidance from the community as well.
- Composition of the committee
 - Chaired by Director of Lower Division Program
 - Six lower division faculty members
 - Student Affairs representative
 - Academic Services representative
- Responsibilities of the Advisory Committee
 - Advise Director on policy and procedures
 - Review and approve Lower Division core courses
 - Conduct annual review of student outcomes
 - Review and approve Lower Division curriculum, content, and articulation
 - Conduct annual assessment of Lower Division curriculum
- A great deal of collaboration and cooperation between the various upper-division programs and the Lower Division Program will be necessary. The details will be developed through memoranda of understanding between the individual program directors and the Director of Lower Division, since they will affect the staffing of upper-division courses).

Support Services

- Student Affairs will use the following framework to guide planning. Work groups will be convened around each of the following areas, and broad-based representation will be sought:
 - Recruitment/Pre-Admission Advising
 - Assessment of Skills/Preparedness
 - Admissions/Registration
 - Financial Aid/Scholarships/Financial Resources
 - Orientation
 - Student Life/Student Support/Retention
 - Assessment/Research
- Academic Services will be primarily focused on supporting the following two areas:
 - Technology needs, including the implementation of e-portfolios, tutorial software, new website portal for lower division, and Blackboard improvements.

- Improving literacies including reading, writing, quantitative reasoning, and information literacy.

Communication plan: concepts and messages

What Will You Experience? <i>“Learning through Relationships”</i>		Why Will You Want to Engage? <i>“Passion”</i>		What’s the Result? <i>“Knowledge Applied”</i>	
Guiding Concepts	Sample Message	Guiding Concepts	Sample Message	Guiding Concepts	Sample Message
Relationships: <ul style="list-style-type: none"> • With faculty • With students • Between campus and community • Across courses and subjects 	“Your UW degree is closer than you think”	-Passion for subjects -Passion for learning and teaching -Passion about recurring themes: <ul style="list-style-type: none"> • Sustainability • Human rights • Entrepreneurship • Ethics of care • Technology and society 	“I was inspired to...”	<ul style="list-style-type: none"> • Holistic perspectives • Networked • Experienced • Prepared for work and advanced study • Broad perspectives 	<ul style="list-style-type: none"> • 360° view • Prepared to shape the region’s future while building their own”

Timetable

We anticipate that it will take at least one year for the process of planning the curriculum, hiring new faculty, and organizing specific courses. Stages in the process are as follows:

- Summer 2005
 - June
 - Three “curriculum development circles” would be formed, receiving some financial support. Two would focus on curriculum, one on developing the content and assessment tools for the core course, and the other on the content and assessment tools for the distribution courses. The third circle would make recommendations as to the structure of the program. This process will involve a great deal of collaboration with the GFO, upper division programs, Academic Services, Student Affairs, and the Vice-Chancellor for Academic Affairs to insure that all perspectives are included.
 - July
 - Develop draft charter for lower division (establishing the structure of the program, defining responsibilities and authorities of the director, establishing a faculty advisory committee, setting framework for relationships with other academic units, etc.).

- Start planning for processes of soliciting applications and admitting students.
 - Decide on how many credits should be granted to the Freshman experience course, and what the responsibilities of the course would include.
 - Decide on potential options to for assigning teaching loads for the lower-division program that take into account the differential teaching loads of existing programs on campus. The object is to create a policy that does not create disincentives for faculty or for administrators to participate in the Lower Division program.
 - Program evaluation
 - Have summer retreat for planning and evaluation
 - Develop program quality and efficiency measures
 - Start data collection and reporting
 - Develop measures that operationalize the faculty's "do no harm" criterion.
 - Start planning for an electronic portfolio, virtual learning tools, and other technology needs.
 - August/September
 - Communication plan
 - Develop and schedule advertisements
 - Prepare media releases to be distributed periodically during the recruitment cycle
 - Work with Programs, Student Affairs, and Development to create overall marketing strategy (ads, web, communication, speakers)
 - Start planning transition courses for math and writing including a discussion of the role Academic Services staff will play in developing such courses.
- Fall 2005
 - Charter reviewed by GFO EC, Academic Council, Cabinet, and approved by the Chancellor.
 - Assessment planning group formed.
 - We will need to advertise positions by late summer/early fall, and form search committees. We envision that the bulk of the new courses opening in the fall of 2006 will be taught by existing faculty. The new FTE will make it possible for almost every program to hire at least one additional faculty member. We propose that the decision about whom to hire will remain, as before, with each program, but that the decision should also include input from the Lower Division Program. Ideally, new hires will have the capability of teaching in both the lower division (though not necessarily right away) and upper division programs.
 - We may enter into discussions with the community colleges and UWS for specialty courses and course partnerships.
 - We will need to develop recruitment messages and finalize themes (with faculty input).

- Complete recruitment materials.
- Update web site for prospective freshmen.
- Accreditation. Paperwork must go through the HEC Board and the Northwest Commission on Colleges and Universities, which is the accreditation agency for all colleges and universities in the seven-state northwest region (since this new program will constitute a change in our accreditation status and an extension of our mission).
- Complete data report on regional high schools
- Develop school visitation schedule
- Develop outreach efforts
- Develop periodic reports to track recruitment result (web hits, prospects, applicants, academic status of admitted students, etc.)
- Develop preliminary course schedule for academic year 2006-2007.
- Develop budget proposals for new and expanded programs by December 1, 2005.
- Identify and develop special technology needs, for lower division courses and assessment
- Develop plan for writing and quantitative skills centers
- Make budget proposals for new and expanded programs by December 1, 2005.
- Design and test communications systems for lower division students and faculty.
- Quantitative Skills Center Director search
- Librarian search
- Winter quarter 2006
 - Bring candidates to campus, make offers.
 - Quantitative Skills Center Coordinator search
 - Library acquisitions begin
 - Student Technology Fee proposals submitted to support anticipated needs of lower division students.
 - Skills (IT) training software
 - Express computer stations in public areas to delay need for additional drop-in lab.
- Spring quarter 2006
 - QSC Coordinator to begin spring
- Summer quarter 2006
 - QSC Director begins.
 - Librarian begins.
 - Library reserves technician hired
 - Media technician hired
 - Visual resources hourly staff added
 - WC tutors hired
 - QSC tutors hired
 - Lower Division support training institute for tutors
- Fall quarter 2006
 - QSC opens in new location

- E-portfolio functional
- Virtual learning community software functional
- Library Resources and E-reserves in place

Assessment

We envision creating an Assessment planning group or “circle” that would develop the learning objectives and assessment tools to be used, including pre- and post-assessment of learning, that are tied to clear cognitive outcomes, and that are used in order to improve and enhance the educational experience. One of these mechanisms, for example, might include e-portfolios. They might require each student to write a personal assessment of what has been learned each quarter, in light of the specific learning objectives associated with that particular quarter. Also need to develop a mechanism for periodic evaluation of the program as a whole.

- What are the long-term student outcomes?
- Will credits transfer?
- Does it provide pathways that students need?

Appendices

I. List of guidelines recommended by the GFO task force

- A. Maintain quality and excellence
- B. Use concept of “learning communities” or “university college”
- C. Allow students to enter at different stages of their education
- D. Use resources efficiently to maximize existing funding:
 - Use non-faculty academic resources for specific skills
 - Use tenure-track and non-tenure-track faculty
 - Explore outside funding
 - Use educational technology
- E. Give lower-division structural identity separate from any given program
- F. Develop “hybrid” structure, with the stipulation that only tenure-track faculty serve in the lower-division program
 - Small number of dedicated faculty—possibly rotating in and out—with joint appointments in other programs
 - Share cross-programmatic resources
- G. Design relationship with existing programs that
 - Encourages lower-division students to continue on into upper-division courses
 - Has a procedure that manages FTE with existing programs so that no one is short-changed
 - Distinguishes between courses that would benefit many upper-division programs (e.g., economics) and those that would benefit primarily one program (e.g., accounting).
- H. Reach a balance between staffing the program in the evening in order to meet the needs of non-traditional students on the one hand, and the realities of both enrollment and budget on the other.
- I. Work with other institutions to supplement courses in the lower-division curriculum that may be in demand but are not offered because the program is so small at the beginning. Articulate the relationship with dual enrollment policies.
- J. Plan for scaling up the program in the future, including recommending a point in the future at which the design needs to be reevaluated and modified for changed circumstances.
- K. Develop a reservoir of “best practice” from other institutions that have done the same job.
- L. Develop processes for assessment.

II. Prerequisites for Upper-division programs

- A. Interdisciplinary Arts and Sciences
 - i. There are no true prerequisites to the IAS program, other than the overall UW campus admission requirements. IAS does give precedence to courses that are relevant to an interdisciplinary program. (This issue of relevancy turns out to be significant because

many community college students will take courses perceived as “easier” than academic writing and research classes.)

- B. Environmental Science
 - ii. Chemistry sequence (3 quarters)
 - iii. Advanced composition
 - iv. Calculus I (Calculus II recommended)
 - v. Biology sequence (2 or 3 quarters)
 - vi. Statistics (can take BIS 315)
- C. Nursing
 - vii. Inorganic chemistry
 - viii. QSR above intermediate algebra, or logic course
 - ix. Statistics (BIS 315 will satisfy)
 - x. Foreign language
 - xi. Introduction to some of the basic principles in microbiology
 - xii. Anatomy and physiology (10-12 credits)
 - xiii. English composition
- D. Education (Teaching Certification)
 - xiv. Composition
 - xv. Literature
 - xvi. Speech
 - xvii. Fine arts
 - xviii. Two college-level math (Math for Teachers; college algebra)
 - xix. Geography, physical geography
 - xx. Life science
 - xxi. Physical science, geology, or oceanography
 - xxii. U.S. history
- E. Computing and Software Systems
 - xxiii. Calculus I
 - xxiv. Calculus II
 - xxv. Expository writing
 - xxvi. Intermediate expository writing
 - xxvii. Advanced composition or technical writing
 - xxviii. Computer programming I (C++ or JAVA)
 - xxix. Computer programming II (in sequence with I)
 - xxx. Statistics
- F. Business
 - xxxi. Business Calculus
 - xxxii. Statistics (BIS 315 will NOT satisfy)
 - xxxiii. Foreign language
 - xxxiv. Advanced composition
 - xxxv. Introduction to law
 - xxxvi. Micro and macro economics
 - xxxvii. Introduction to accounting
 - xxxviii. Financial accounting
 - xxxix. Managerial accounting

III. **Memo from Academic Services on Lower-Division Planning** (4-18-05)

Present: Beach, Brockhaus, Estes, B. Fletcher, Fugate, Hillyard, Leadley, Rosenberg, Tippens, Whitson

Review of 4/28/05 Draft document from the Lower Division Planning Task Force indicates heavy reliance on Academic Services and Library and Media Center resources to support the proposed program. It is too early to estimate actual costs of supporting the curriculum. We need more detail, to be developed as the curriculum is created by the faculty. We would very much like to have a nonvoting member representing AS on the Faculty Planning and Policy Committee, or whichever body is responsible for curriculum. Planning for implementation in Fall of 06 requires us to estimate start-up costs for the first year of the program. It is to be hoped that there will be an opportunity to seek additional funding in 07-09 as well, once true costs are known.

There are some assumptions built into our thinking, based on our reading of the draft report.

- Lower division, at least at the outset, will provide the foundation for UWB's upper division curriculum.
- There will likely be a required core course that provides an introduction to interdisciplinary inquiry and will include some writing/quantitative/information literacy components tied to content.
- Reliance on community colleges to provide some lower division instruction will continue.
- Target group is academically prepared high school seniors.
- There will be increased reliance on technology to create community and provide assessment tools (e-portfolio; cohort based chat groups)

Key learning objectives identified in the draft report that require Academic Services involvement:

- Critical thinking
- Writing
- Oral presentation skills
- Quantitative reasoning
- Study and learning skills
- Service-learning and community engagement
- Undergraduate research

Impact on Academic Services:

Technology:

E-portfolio: It would be useful to take a coordinated look at e-portfolios campus wide. Start-up funding would be required for planning and development. Permanent funding would be required for maintenance and support. Will the portfolio be used as an assessment tool at the end of the sophomore year (e.g., as WSU uses the portfolio for writing assessment)?

Should we design in-house, contract out, purchase, or use catalyst version?

What have other universities with good FYE programs done to incorporate

technology? It is possible to use Blackboard for cohorts to share experiences (e.g., Teacher Certification)? Ultimately, we should aim for the integration of E-reserves and Blackboard (and e-portfolio?) We would want to take the opportunity to explore courseware issues. Labs, Help-Desk, Info Commons Tech support, Classroom Support Scale is the issue. Funding should be based on number of FTE; there is no significant difference between lower and upper division students in terms of computer support. (IS Drop-In Lab and Help desk ration is 1:180 for hourly support; thus one hourly staff at \$10/hr. would be needed to support additional enrollment). Software that we have key servered licenses for – costs will increase with added FTE, as will electronic licenses for library databases and ejournals. Campus Media Center—if curriculum encourages development of multimedia by students, additional technical staff will be needed for MultiMedia Studio. Educational Technology and Campus Media Center should be funded to provide more in class presentations to support the curriculum. CMC experience with Cascadia curriculum is that there is more demand at lower division for this type of support.

Writing Center

Until the notion of combing composition with undergraduate research and with community partnerships/service learning is better developed, it is difficult to assess the impact of this particular curriculum. (Note: it may be desirable to develop an online communication tool to use in connecting with the community partners). In general, lower division students are heavy users of Writing Center services, higher per capita usage than their upper division counterparts. Assignments and expectations are different; tutor training is therefore different and a new training program will need to be developed (startup funding). Writing Center will need more tutors – by 07-09 there will likely be the need for additional professional staff as well.

Quantitative Skills Center

There will be a significant impact on the scope of tutoring and the amount of tutoring offered by the QSC. All of the quantitative courses currently required for entry into UWB will now be offered by UWB, hence there will be expanded demand and greater complexity. Additional hourly tutoring staff will be needed (proportional increase would come to ~\$2200./yr). A full-time professional staff member (in addition to the director ~\$45,000) will also be needed in the first year of the program.

Teaching and Learning Center

The move to learning communities will require substantial support to faculty who haven't previously used this approach. There are a wide range of models for Learning Communities, which the TLC will need to explore, collect materials on, and provide consultation and course development support for. The 05-07 budget should be increased to provide course releases for faculty to develop Learning Communities.

Visual Resources (post-meeting; from Hattwig)

While impact would be most significant with an undergraduate art history course, any growth in IAS will be felt by VR. Easier access to digital images via online tools such as MDID is creating more demand for images and related services in general at UWB. The addition of lower-division courses with any sort of cultural content or focus will likely be accompanied by an increased demand for digital images and the support to use them. Some increase in hourly funding will be required to keep up with increased image processing and instructional support in Visual Resources. Adding lower-division growth to new Master's programs in IAS, the need for a permanent, half-time assistant in Visual Resources could be on the horizon.

Library

- Access. Depending on the type of assignments, document delivery demand could increase. Given the integrated nature of the proposed program, it is likely that few textbooks will be available, increasing faculty and student reliance on document delivery and E-reserves. Additional staff for the Reserves unit will be required.
- Collections. Major reliance on reserves will require additional resources. Depending on the curriculum, there could be significant impact—for example, if foreign languages are taught (also an impact on CMC). Will we need to supply study materials for placement exams? In the absence of a curriculum it is impossible to estimate funding for collections.
- Instruction. If the assumption about the core course is correct, there will be increased demand for librarians to participate in classroom instruction. Another librarian will likely be needed.

IV. Distribution courses

- a. List suggested by faculty at the open forum on May 26, 2005:
 - i. Geography and/or geographic information systems
 - ii. Visual culture
 - iii. Environmental science 101
 - iv. Physics
 - v. Women's studies
 - vi. Logic
 - vii. Cryptography
 - viii. Linear algebra
 - ix. Wetlands
 - x. School and society
 - xi. Health in today's world
 - xii. Culture and health
 - xiii. Caring for elders
 - xiv. Geology
 - xv. Human physical growth and behavioral development across the life span
 - xvi. Math

- xvii. Marketing
- xviii. Dance and performance
- b. List of possible courses generated by the Task Force:

ARTS & HUMANITIES	SOCIAL SCIENCES	NATURAL and PHYSICAL SCIENCES	QUANTITATIVE
Literature History Philosophy Art Drama Language (we hope to become excellent in one language such as Chinese or Spanish)	Ethnic studies Psychology Anthropology Intro to law Intro to business Economics (macro and micro)	Chemistry Biology Computer Science I Computer Science II	Statistics Calculus I Calculus II Quantitative Reasoning (for those who need a Q course but don't necessarily need one of the above courses)

V. **“Hallmarks of Excellence” from The Policy Center on the First Year of College, 2002 National Survey:**

<http://www.brevard.edu/fyc/>

1. Approaches the first year in ways that are intentional, explicit, and based on clear philosophy/rationale for students’ first year.
2. Seeks to engage students in the collegiate experience both in and out of class.
3. Ensures that all first-year students encounter diverse ideas, viewpoints, and people.
4. Serves all first-year students, including various segments of the first-year student population, according to their needs.
5. Has organizational structures and policies that provide a comprehensive, coordinated approach to the first year.
6. Uses a variety of quantitative and qualitative designs and methods to examine all aspects of students’ first-year experience and to evaluate and understand the impact of institutional policies, strategies, and interventions

Teams visited each campus to learn how they became “excellent” at serving first-year students. Lessons Learned:

- Most “excellent” programs took 10 years or more to build.
- None started out with a holistic plan – they were built incrementally
- Most had direct involvement of both faculty and the chief academic officer (CAO).

Their conclusion:

What matters in the first year? Are certain structures, systems, policies, and programs better than others, and where do we turn for guidance on these most important questions? ... we would also like to emphasize what we believe is a strong link between a number of these findings and the often-cited “Seven Principles for Good Practice in Undergraduate Education” (Chickering & Gamson, 1987). We would argue that “what’s good for undergraduates” with

respect to the quality of their educational experience—including, but not limited to retention—is essential for first-year students. Of the seven principles, the first six are particularly relevant to this research. They are as follows:

1. Encourages Contact between Students and Faculty
2. Develops Reciprocity and Cooperation among Students
3. Encourages Active Learning
4. Gives Prompt Feedback
5. Emphasizes Time on Task
6. Communicates High Expectations

We believe that small classes taught by experienced faculty and involving, whenever possible, upper-level students as co-teachers, are more likely to result in high levels of interaction, cooperation among students, and active learning (Principles 1, 2, & 3). These factors also communicate to students that the institution cares and invests in them and has high expectations, in turn, for their academic and social development (Principle 6). Feedback given to students via mid-term grades (Principle 4), direct, face-to-face advising assistance (Principle 1), and out-of-class contact with faculty (Principle 1) are particularly important in the first year. We believe that time on task (Principle 5) begins with class attendance, and we urge colleges and universities to take more seriously the mandating of attendance, especially in the first year. The implicit bargain many institutions strike with first-year students—“Don’t expect too much of us and we won’t expect too much of you—will only be broken when faculty are reinforced and rewarded for teaching first-year students and when institutions design and manage the first year intentionally with an understanding of its importance either as a launching pad and framework for collegiate success or one year out of four (or fewer) that is wasted.

VI. **Admissions process recommendations**

Freshmen minimum admission requirements for the University are established by the HECB. The following information details minimum high school core course requirements as established by the Board in 1987. These requirements would apply to any student who graduated from high school in 2005 or a prior year.

- English - four years, including three year of literature and composition

Examples: English 9, English 10, English 11, English 12; AP English, Literature, Shakespeare, Chicano Literature, sports fiction, drama as literature.

ONE YEAR OF ESL. Not accepted: Yearbook annual, newspaper, drama (acting/theater); more than 1 year of ESK, anything listed a developmental or resource room.

- Mathematics - three years, including algebra, geometry, and advanced mathematics. Examples: Algebra, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III. Not accepted: Applied math, calculator math, math matters, Pre-Algebra,

Integrated .5, 1.5, 2.5, or anything listed as developmental or resource room

- Social Science - three years. Examples: PNW History, US History, Psychology, Contemporary World Problems.
- Science: Two years, including one year of laboratory science. Examples: biology, Chemistry, Physics, Principles of Technology, or Agricultural Science/Horticulture (may count as half)
- Foreign Language - two years of the same foreign language, Native American language, or American Sign Language. Examples: Any language that the student can take, whether or not it is offered
- Fine, Visual, or Performing Arts - one year or electives from other required subjects

The HECB is recommending new admissions standards that will take effect in fall of 2008. Additional information about these recommendations can be found at <http://www.hecb.wa.gov/press/index.asp?id=89>. In addition to the academic standards indicate above, we recommend that the lower-division program use the Freshmen Admission Review (FAR) Process. Details related to this process can be found at

<http://www.washington.edu/students/uga/fr/reqs/selectfrclass.htm>.

Discussion among our group members continued with respect to admission of non-traditional students as freshmen. There is more discussion that needs to be held with Seattle about the amount of flexibility afforded with respect to the freshman admissions process. We strongly recommend that locally-developed writing and math assessment tools be developed, to be used by non-traditional applicants and those applicants who may be unsure of their skills at the time of admission. A proposed model for the writing assessment process would include a lecture session, discussion, and a writing assignment. UWS is reviewing their math assessment and this work will serve to inform and influence an assessment process selected for UWB. Further clarification needs to be provided with respect to the level of flexibility afforded when admitting non-traditional students as freshmen. Both the Writing and Quantitative Skills Center are eager to support development of these assessment tools. For those students returning to the University after a period of time or who are unsure of their writing and math skills it may be advisable to offer a writing and quantitative skills refresher/strengthening course. More discussion is needed with respect to how and when this course might be offered.

While not a formal part of the admission/assessment discussion, the following information is also offered:

- There is a great opportunity for a required learning community that provides a quantitative reasoning/writing pairing. This makes sense for many reasons some of which are (1) QR and writing are essential skills for all of our students regardless of major and something that needs to be introduced to all at the college level; and (2) UWB has faculty with extensive background mixing writing with QR. There is support available to develop the initial course, and the result would be

something many of our faculty would be able to team teach. This subject pairing could easily be adapted to fit any "theme" for the program.

- In addition to assessment for admission to the program, thought needs to be given to incoming assessments in writing and math for all students. First, it will help with "placement" so to speak. Even if all the freshmen are in the same class, instructors will know where their students are college-prepared. Second, it will provide a comparison to the ongoing assessment we hope to build in as a strong component of the lower division program. If the assessment process is well-developed and organized prior to admitting the first students, this will be a perfect start for some initial assessment and research related to both the student learning experience and effectiveness of the program and its courses.